

Teacher Sense of Efficacy in Teaching in Inclusive Classroom: As Predicted by Teacher Beliefs and Attitude

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ABSTRACT

Low teacher self-efficacy in inclusive classroom is disconcerting. Teacher sense of efficacy in teaching in inclusive classroom was explored as predicted by beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom. A predictive research design, random sampling, survey, and multiple linear regression were used as methods. Data from 239 public school teachers revealed that the predictive model was strong (65.4%) and significant, partially supporting the Theory of Planned Behavior. Future studies may explore additional predictors and contextual factors to further explain the remaining variance in teacher sense of efficacy in teaching in inclusive classroom, while educational leaders may prioritize strengthening teacher beliefs toward teaching in inclusive classroom to enhance efficacy in inclusive classroom practices.

Keywords: Teacher sense of efficacy, teaching in inclusive classroom, teacher beliefs and attitude

INTRODUCTION

Low teacher self-efficacy in teaching within inclusive classroom settings has been widely reported as a continuing concern across educational systems. Studies conducted in countries such as the United States and Australia indicate that many teachers still express limited confidence in implementing inclusive practices within diverse classrooms, highlighting ongoing challenges in instructional delivery and classroom management in inclusive settings (Herzig Johnson, 2023; Woodcock et al., 2023). Despite global policy efforts promoting inclusive education, the persistent low sense of teacher efficacy remains evident across various educational contexts (Afriani, 2025).

At the international level, similar concerns have been documented in countries such as Canada and South Africa, where teachers continue to report difficulties in confidently managing inclusive classrooms (Gal et al., 2025). Research findings show that teacher self-efficacy in inclusive education remains inconsistent, with many educators still struggling to effectively implement inclusive strategies in everyday classroom practice (Savolainen et al., 2023).

In the Philippines, teacher sense of efficacy in inclusive classrooms has also been identified as a continuing challenge in basic education settings (Raguindin & Ping, 2025). Studies conducted in various divisions of the Department of Education, including Batangas and selected public schools nationwide, reveal that many Filipino teachers still report low to moderate levels of confidence in handling inclusive classrooms (Masongsong et al., 2023; Escorpiso et al., 2025).

Despite ongoing efforts, a gap remains in localized research examining how internal teacher factors, such as beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom, affect teacher sense of efficacy in teaching in inclusive classroom. This study sought to address the gap by providing empirical insights that could inform teacher development programs and inclusive education policies; hence, there was an urgent need to conduct this study.

Significance of the Study

This study was significant because it could contribute to the growing body of knowledge on inclusive education by examining how beliefs toward teaching in inclusive classroom and attitudes toward teaching in inclusive classrooms predicted teacher sense of efficacy in inclusive classroom. The findings could support Sustainable Development Goal 4 in promoting inclusive and equitable quality education and aligned with the vision and mission of Holy Cross of Davao College by providing factual evidence that may help educators and stakeholders create better, more inclusive, and supportive teaching practices. Furthermore, the results of this study could guide school leaders and general education teachers in designing interventions that strengthen organizational support, enhance working environment, and promoting teachers well-being in inclusive education settings.

Statement of the Problem

This study investigated the strength of forecasting teacher sense of efficacy in teaching in inclusive classroom in inclusive classrooms as predicted by beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom. Specifically, it aimed to pursue the following objectives:

1. To determine the levels of beliefs toward teaching in inclusive classroom in terms of disabled children social skill development, disabled children cognitive ability development, and non-disabled children understanding; attitude towards teaching in inclusive classroom in terms of cognitive, affective, and behavioral dimensions; and teacher sense of efficacy in teaching in inclusive classroom in terms of engagement with students and instructional strategies.
2. To determine the significance of the correlation between beliefs toward teaching in inclusive classroom, attitude towards teaching in inclusive classroom, and teacher sense of efficacy in teaching in inclusive classroom.
3. To determine the significance of the predictive model for teacher sense of efficacy in teaching in inclusive classroom using beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom toward inclusive education as predictors.

Hypotheses

The null hypotheses of this study were tested at a 0.05 level of significance:

Ho1: Beliefs toward teaching in inclusive classroom does not significantly correlate with teacher sense of efficacy in teaching in inclusive classroom.

Ho2: Attitude towards teaching in inclusive classroom does not significantly correlate with teacher sense of efficacy in teaching in inclusive classroom.

Ho3: The model to predict teacher sense of efficacy in teaching in inclusive classroom, using beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom as predictors, is not significant.

Theoretical and Conceptual Framework

This study was anchored on the Theory of Planned Behavior of Ajzen (1985) is that human behavior is primarily determined by behavioral intention. A person is more likely to perform a behavior when they have a strong intention to do so. This intention is influenced by three key factors: Attitude toward the behavior, subjective norm and perceived behavioral control.

In this study, teacher beliefs toward teaching in inclusive classroom toward inclusive education, indicated by disabled children's social skill development, disabled children's cognitive ability development, and non-disabled children's understanding, align with the subjective norm component of the theory. Attitude toward teaching inclusive classroom, indicated by cognitive, affective, and behavioral dimensions, correspond to the attitude

toward the behavior component. The criterion variable, teacher sense of efficacy in teaching in inclusive classroom as indicated by engagement with students and instructional strategies, stands for human behavior component of the theory. Hence, this study was delimited to attitude toward the behavior and subjective norms. Perceived behavioral control was excluded from the study.

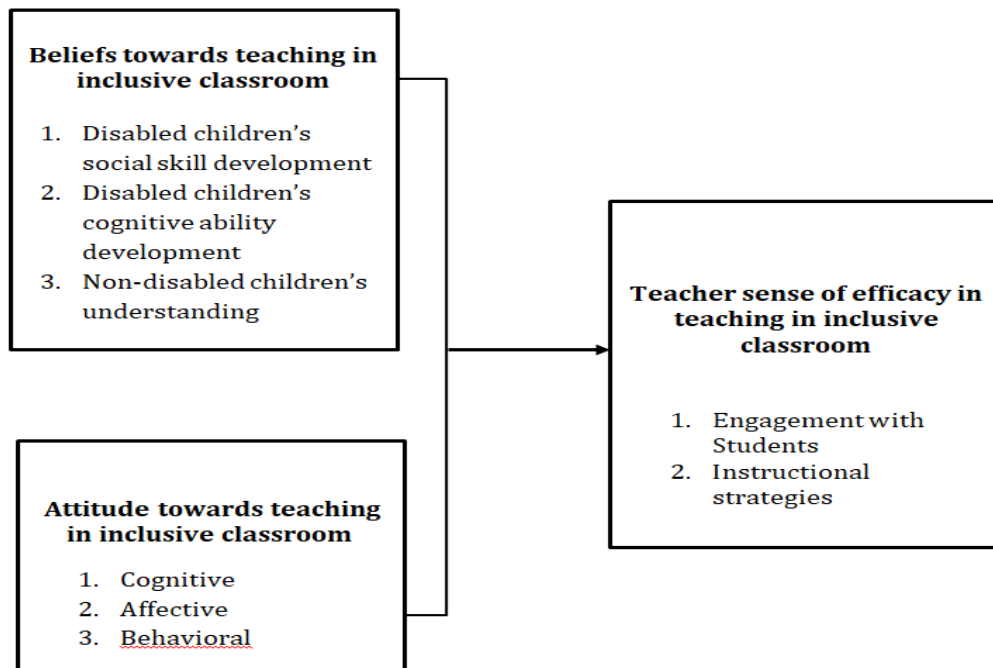


Figure 1. Conceptual Framework of the Study

METHODOLOGY

This chapter presents the methods of the study, including the research design, locale, sample, sampling, research instruments and materials, data gathering procedures, data analysis, and ethical considerations.

Research Design

This study employed a predictive research design to examine how teacher beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom predicted teacher sense of efficacy in teaching in inclusive classroom. Teacher sense of efficacy in teaching in inclusive classroom was linked to their confidence in managing inclusive classrooms through engagement with students and instructional strategies, which have been consistently identified as core dimensions of teacher sense of efficacy in teaching in inclusive classroom (Sharma et al., 2011; Woodcock et al., 2022). This design was appropriate for describing existing conditions and forecasting potential outcomes based on identified relationships among variables without altering the natural teaching environment. It allowed the researcher to determine the extent to which internal teacher factors, such as confidence in instructional strategies and belief in adaptive teaching, statistically predicted teacher cognitive, affective, and behavioral attitude towards teaching in inclusive classroom.

Locale of the Study

This study was conducted in the municipality of Baganga, Division of Davao Oriental. Baganga was selected as the research locale because it actively implemented inclusive education programs and had a substantial population of teachers directly engaged in inclusive classroom settings. The area comprised Baganga North and Baganga South, which provided a diverse and representative context for examining how beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom predicted teacher sense of efficacy in teaching in inclusive classroom. Its growing commitment to inclusive practices made it an appropriate setting for the investigation, as it reflected both the opportunities and challenges associated with implementing inclusive education under real-world conditions.

Sample and Sampling Technique

A total of 239 public school teachers handling learners with learning disability in the school year 2025–2026 in one municipality were included in this study. The respondents were directly involve in implementing inclusive classroom practices and interacting with learners with diverse needs. The total population consisted of 639 public school teachers teaching in inclusive classrooms. Using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution.

The respondents were selected using simple random sampling as a conventional approach, where observations were randomly selected without ranking. In this study, the selected observations were independent, and each represent a typical value from the population, without imposing any additional structure on their relationship to one another (Alliu et al., 2025).

Data Gathering Technique

The survey technique was employed in gathering data for this study. This technique according to Lim (2024) refers to the collection of numerical data through structured and standardized instruments such as questionnaires, which are designed to measure variables objectively and enable statistical analysis.

In this study, three adapted survey questionnaires were utilized as research instruments. The first instrument measured teacher beliefs toward teaching in inclusive classroom toward inclusive education and was adapted from the scale developed by You et al. (2019). This questionnaire consisted of 18 items focusing on teacher beliefs toward teaching in inclusive classroom regarding the social skill development of children with disabilities, cognitive ability development of learners with special needs, and the understanding of non-disabled children in inclusive settings. These dimensions assessed the extent to which teachers valued instructional flexibility and responsiveness to learner diversity. Reliability testing yielded a Cronbach's alpha of 0.922, interpreted as excellent internal consistency.

The second instrument assessed teacher attitude towards teaching in inclusive classroom and was adapted from Arboiz and Aoanan (2024). It comprised 18 items representing the cognitive, affective, and behavioral dimensions of attitude, which reflected how teachers think about, feel toward, and act upon inclusive education practices. The reliability analysis indicated a Cronbach's alpha of 0.942, signifying excellent internal consistency.

The third instrument measured teacher sense of efficacy in teaching in inclusive classroom in inclusive classrooms and was adapted from Masongsong et al. (2023). This scale included 10 items covering the domains of engagement with students and instructional strategies, which reflected teachers' confidence in managing diverse learning environments and implementing effective teaching strategies. The instrument demonstrated a Cronbach's alpha of 0.944, also interpreted as excellent internal consistency.

Data Analysis Technique

The study employed descriptive, correlation and multiple linear regression analyses. Descriptive analysis was used to summarize, organize, and clearly present the essential characteristics of already collected data, making large datasets easier to understand and interpret the data (Alsayed, 2025). In this study, the mean and standard deviation were utilized. Moreover, correlation analysis was employed to examine the strength and direction of relationships among the variables. Correlation analysis describes how variables are associated with one another in naturally occurring data without manipulating any conditions or exposures (Ma & Lee, 2026). In addition, the Pearson Product-Moment Correlation Coefficient (PPMC) was also used to assess the relationships between variables. Multiple linear regression analysis treats the dependent variable as a linear combination of several independent variables, with the regression coefficients estimated using the least squares method to minimize the squared differences between observed and predicted values (Cozmata, 2025).

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable was provided, specifically used to describe work–life balance, student–teacher interaction, and task motivation.

Scale	Level	Beliefs toward teaching in inclusive classroom	Attitude teaching in inclusive classroom	Teacher Sense-Efficacy in inclusive classroom
1.00 – 1.74	Very Low	Very Poor	Very poor	Very Weak
1.75 – 2.49	Low	Poor	Poor	Weak
2.50 – 3.25	High	Good	Good	strong
3.26 – 4.00	Very High	Very good	Very good	Very strong

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation was tested at a 0.05 confidence level. The following was the standard measure for the interpretation scale of *r*-value. The following scheme was used:

Computed <i>r</i>	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.0	No correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Kang et al. (2023), was used:

β Value Range	Strength of Prediction
±0.00 – ±0.09	Very Weak
±0.10 – ±0.29	Weak
±0.30 – ±0.49	Moderate
±0.50 – ±0.69	Strong
±0.70 and above	Very Strong

Ethical Considerations

There was no psychological, social, or economic harm to the respondents involved in the study. Participation only involved answering a structured survey questionnaire with minimal risk. Prior to data collection, permission was secured from the Department of Education and the respective school administrators. Informed consent was obtained from all respondents, ensuring that participation was voluntary and that participants could withdraw at any time without penalty. Respect for the respondents' rights, dignity, and confidentiality was strictly observed throughout the study. To protect confidentiality, no personal identifiers were collected, and all data were stored securely and permanently deleted after the study. The researcher complied with the Data Privacy Act of 2012 (Republic Act No. 10173) and adhered to the ethical guidelines of the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics.

RESULTS AND DISCUSSION

Presented in this chapter are the results of the descriptive, correlation, and regression analysis, and the summary of findings.

Descriptive Results

Table 1 is the descriptive table which describes the variables involved in the study, namely: beliefs toward teaching in inclusive classroom, attitude towards teaching in inclusive classroom, and teacher sense of efficacy in teaching in inclusive classroom with their respective indicators, including the number of samples, standard deviation, mean, and descriptive level specifically corresponding with each of the variables.

Table 1: Descriptive Statistics (n = 239)

Variables	SD	Mean	Descriptive Level
<i>Beliefs toward teaching in inclusive classroom</i>	0.43	3.60	Very High
Disabled Children's Social Skill Development	0.47	3.56	Very High
Disabled Children's Cognitive Ability Development	0.48	3.55	Very High
Non-Disabled Children's Understanding	0.43	3.70	Very High
<i>Attitude towards teaching in inclusive classroom</i>	0.37	3.62	Very High
Cognitive	0.40	3.69	Very High
Affective	0.47	3.65	Very High
Behavioral	0.50	3.51	Very High
<i>Teacher sense of efficacy in teaching in inclusive classroom</i>	0.42	3.54	Very High
Engagement with Students	0.45	3.60	Very High
Instructional Strategies	0.47	3.49	Very High
<i>Very High - (3.26 – 4.00); High - (2.50 – 3.25); Low – (1.75 – 2.49); Very Low – (1.00 – 1.74)</i>			

Specifically, the beliefs toward teaching in inclusive classroom variable obtained a mean of 3.60, described as very high. It indicated that teacher beliefs toward teaching in inclusive classroom was very good. All of the

indicators under beliefs toward teaching in inclusive classroom was a very high level. The standard deviation 0.43 indicating that the responses among respondents reflected strong and uniform perception. Similarly, the attitude towards teaching in inclusive classroom variable yielded a mean of 3.62, described as very high, this implies that teacher attitude towards teaching is very good. All of its indicators reached a very high descriptive level. The standard deviation 0.37 indicated strong and uniform perception. Lastly, the teacher sense of efficacy in teaching in inclusive classroom variable obtained a mean of 3.54, this denoted a very high level. This means that teacher sense of efficacy in teaching in inclusive classroom was very good. Most of its indicators also reached a very high level. The relatively standard deviation 0.42 indicated strong and uniform perception.

The finding of this study revealed that teachers demonstrated very high levels of beliefs toward teaching in inclusive classroom, attitude towards teaching in inclusive classroom, and sense of efficacy toward inclusive education. This finding supports the study of Woodcock et al. (2023), which explained that teachers who strongly believe in the social and cognitive benefits of inclusion tend to exhibit higher confidence in engaging students and applying instructional strategies in inclusive classrooms. Likewise, this study corroborates the findings of Barnová et al. (2022), who reported generally positive attitude towards teaching in inclusive classroom, emphasizing that teacher favorable perceptions of inclusion academic and social value are associated with stronger professional confidence and instructional engagement. On the contrary, this finding differs from Charitaki et al. (2025), who found that teacher sense of efficacy in teaching in inclusive classroom is not uniformly high across contexts, noting that heavier workloads, weaker school climate, and limited specialized training may constrain teacher beliefs toward teaching in inclusive classroom, attitude towards teaching in inclusive classroom, and perceived capability to implement inclusive practices effectively.

Correlation Results

Table 2 is a correlational table. It presented the determinant and criterion variables. It showed the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n = 239)

	<i>Teacher Sense of Efficacy in teaching in inclusive classroom (DV)</i>				
	N	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
<i>Beliefs toward teaching in inclusive classroom (IV₁)</i>	239	0.805	0.000	Reject Ho	Significant Positive High Correlation
<i>Attitude towards teaching in inclusive classroom (IV₂)</i>	239	0.717	0.000	Reject Ho	Significant Positive Moderately High Correlation

Level of Significance: 0.05, Decision Rule: Reject Ho if $p < 0.05$

Specifically, the table showed that the correlation between beliefs toward teaching in inclusive classroom and teacher sense of efficacy in teaching in inclusive classroom variables obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicated that the correlation was statistically significant. The corresponding r-value of 0.805 reflected a high positive correlation. This implies that when teacher beliefs toward teaching in inclusive classroom increases, teacher sense of efficacy in teaching in inclusive classroom also increases. Likewise, the correlation between attitude towards teaching in inclusive classroom and teacher sense of efficacy in teaching in inclusive classroom variables yielded a p-value of 0.000, which was also less than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating that the correlation was statistically significant. The r-value of 0.717 showed a moderately high positive correlation between attitude towards teaching in inclusive classroom and teacher sense of efficacy in teaching in inclusive classroom. This implies that when teacher attitude towards teaching inclusive classroom increases, teacher sense of efficacy in teaching in inclusive classroom also increases.

The current finding revealed that beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom are significantly correlated with teacher sense of efficacy in teaching in inclusive classroom, indicating a moderate-to-strong positive association. This finding affirms the study of Long et al. (2025), explaining that favorable attitude towards teaching in inclusive classroom are closely associated with higher levels of teacher self-efficacy, particularly in managing diverse learner needs. Similarly, this study supports the findings of Xin et al. (2023), which reported that positive beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom tend to coexist with high levels of teacher efficacy, reinforcing teachers' confidence in engaging students and implementing appropriate instructional strategies. In contrast, this study opposes the findings of Huang (2023) and Fohlin et al. (2024), reporting that beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom did not significantly predicted inclusion.

Regression Results

Table 3 describes the regression analysis of the predictive variables, namely: beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom on the criterion variable, teacher sense of efficacy in teaching in inclusive classroom. The table also shows the beta coefficient, standard error, t value, p value, decision on the null hypothesis, and interpretation.

Table 3. Regression Analysis (n=239)

	<i>Teacher sense of efficacy in teaching in inclusive classroom</i>						
	Unstanda rdized Coefficie nts		Standardiz ed Coefficient s				
	B	Std. Error	Beta	t	p value	Decision on Ho	Interpretation
Constant	0.553	0.158		3.503	0.000		
<i>Beliefs toward teaching in inclusive classroom (IV₁)</i>	0.674	0.069	0.690	9.782	0.000	Reject Ho	Significant
<i>Attitude towards teaching in inclusive classroom(IV₂)</i>	0.156	0.080	0.138	1.955	0.052	Failed to Reject Ho	Not significant

R = 0.809; R² = 0.654; Adjusted R² = 0.651; F-value = 223.4; p-value = 0.000

TSE = 0.674BTTIC + 0.156ATTIC + 0.553

Specifically, the table showed that the predictive model for teacher sense of efficacy in teaching in inclusive classroom with beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom variables as predictors, is $TSE = 0.674BTTIC + 0.156ATTIC + 0.553$. With the corresponding p-value of 0.000, which was less than the 0.05 level of significance, it was indicated that such model was significant. The predictive model was found to be significant, indicating that beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom are important predictors of teacher sense of efficacy in teaching in inclusive classroom. Furthermore, the table specifically identified R² value of 0.654 indicating that the strength of the model to predict teacher sense of efficacy in teaching in inclusive classroom is strong. This implies that for every unit change in variables in the model, there is a corresponding 0.654 unit change in the strength of the model to predict the criterion.

This finding reveals that the regression analysis showed that beliefs toward teaching in inclusive classroom significantly predict teacher sense of efficacy in teaching in inclusive classroom, while attitude towards teaching in inclusive classroom did not demonstrate a significant contribution when both variables are examined simultaneously. This finding aligns with the study of Xafakos and Malafantis (2025), explaining that belief-based constructs grounded in human behavior are central to the development of teacher sense of efficacy in teaching in inclusive classroom, as confidence in one's instructional capability often precedes and shapes attitude towards teaching in inclusive classroom practices. Likewise, the finding agrees with the study of Muhammad and Liu (2025), reporting that deeply internalized beliefs toward teaching in inclusive classroom reinforced through training and authentic teaching experiences are more likely to translate into sustained efficacy than positive attitude towards teaching in inclusive classroom alone. Conversely, this finding contrasts with assumptions of Wüthrich and Lozano (2025), reporting that teachers hold positive attitude towards teaching in inclusive classroom toward inclusion without corresponding increases in self-efficacy when beliefs toward teaching in inclusive classroom and mastery experiences are weak.

Summary of Findings

Based on the statistical results of the study, it was specifically found that:

1. The beliefs toward teaching in inclusive classroom variable had a significant positive high correlation with teacher sense of efficacy in teaching in inclusive classroom.
2. Attitude towards teaching in inclusive classroom variable had a significant positive moderate high correlation with teacher sense of efficacy in teaching in inclusive classroom.
3. The model to forecast teacher sense of efficacy in teaching in inclusive classroom, using beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom as predictors, was significant, with beliefs toward teaching in inclusive classroom turned out to be the only significant contributor to the model.

CONCLUSION

Based on the findings of the study, it is concluded that forecasting teacher sense of efficacy in teaching in inclusive classroom as predicted by beliefs toward teaching in inclusive classroom and attitude towards teaching in inclusive classroom is significant. However, attitude towards teaching in inclusive classroom turned out to be insignificant contributor. The result of the study partially affirms Theory of Planned Behavior, stating that human behavior is primarily determined by behavioral intention. A person is more likely to perform a behavior when they have a strong intention to do so. This intention is influenced by three key factors: Attitude toward the behavior, subjective norm and perceived behavioral control.

RECOMMENDATIONS

Based on the conclusions of the study, the following are respectfully recommended:

1. Teachers may participate in professional trainings on beliefs toward teaching in inclusive education to strengthen their sense of efficacy in teaching in inclusive classrooms.
2. School leaders may allocate or redirect funds from programs related to teacher attitudes toward teaching in inclusive classrooms to support trainings focused on beliefs toward teaching in inclusive classroom. Adequate resources and professional development opportunities may help teachers strengthen their sense of efficacy in teaching in inclusive classroom.
3. Future researchers may explore mediating or moderating variables to account for the remaining 34.6% unexplained variance in the model outcome

4. Incorporating additional variables such as teacher training, administrative support, classroom environment, teaching experience, and availability of inclusive education resources to provide a more comprehensive understanding of teacher self-efficacy.
5. Future studies should consider using longitudinal or mixed-methods approaches to examine how teacher beliefs and attitudes evolve over time in inclusive classroom settings.

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